



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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BEHAVIOR MANAGEMENT/GUIDANCE

The following selected Federal agency, national organizations, and publications have information about strategies for behavior management and guidance for parents, teachers, and child care providers.

FEDERAL AGENCY

■ Head Start Bureau

Administration for Children and Families
U.S. Department of Health and Human Services
330 C Street SW
Washington, DC 20447
202-205-8572
World Wide Web: <http://www.acf.hhs.gov/programs/hsb>

Head Start is a nationwide early childhood program for low-income preschool children, designed to provide comprehensive services in preparation for public school. It has served low-income children and their families since 1965. The following resources deal with behavior management:

- “Child Mental Health” (2002), *Head Start Bulletin* No. 73, by the Head Start Bureau, has the following articles:
 - “Challenging Behaviors in the Classroom,” by Alice Eberhardt-Wright; and
 - “Strategies of Behavior Management for Special Needs Children,” by Katy Beth Neas.

Additional information about these resources is available on the Web at
http://www.headstartinfo.org/publications/hsbulletin73/cont_73.htm.

- “Conflict and Young Children: Helping Children Deal with Everyday Problems” (July 2000), in *Head Start Bulletin* No. 68, by the Head Start Bureau, provides information on how to help children through difficult situations. This resource is available on the Web at <http://www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=197&do=detail>.
- *Supporting Children with Challenging Behaviors: Relationships are Key: Training Guides for the Head Start Learning Community* (January 1999), by Education Development Center, for the Head Start Bureau, is designed to provide teaching teams with a process for reflecting on their own practice, accessing difficult situations, and designing interventions. This resource is available on the Web at

http://www.headstartinfo.org/pdf/supporting_children_with_challenging_behaviors_relationship/supporting_children_with_challenging_behaviors_relationship.pdf. Additional information is available from the Head Start Information and Publication Center at <http://www.headstartinfo.org>.

NATIONAL ORGANIZATIONS

■ **Center for Evidence-Based Practice: Young Children with Challenging Behavior**

Florida Mental Health Institute
University of South Florida
13301 Bruce B. Downs Boulevard
Tampa, FL 33612-3807
813-974-4602

World Wide Web: <http://challengingbehavior.fmhi.usf.edu/index.html>

The Center for Evidence-Based Practice: Young Children with Challenging Behavior is funded by the U.S. Department of Education, Office of Special Education Programs to raise the awareness and implementation of positive, evidence-based practices, and to build an enhanced and more accessible database to support those practices. The Center engages in a comprehensive and collaborative process for identifying evidence-based practices; develops partnerships with national early childhood organizations and other dissemination networks to ensure a widespread campaign of awareness and system enhancement; develops materials and implementation strategies to impact personnel preparation; and implements a national research program to address critical issues for young children and their families affected by challenging behavior.

■ **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)**

University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
877-275-3227

World Wide Web: <http://csefel.uiuc.edu>

CSEFEL is a national center focused on strengthening the capacity of child care and Head Start to improve the social and emotional outcomes of young children. The Center develops and disseminates evidence-based, user-friendly information to help early childhood educators meet the needs of the growing number of children with challenging behaviors and mental health needs in child care and Head Start programs. It focuses on promoting the social and emotional development of children as a means of preventing challenging behaviors.

What Works Briefs are summaries of effective practices for supporting children's social-emotional development and preventing challenging behaviors. Topics include:

- Brief 2: "Understanding the Impact of Language Differences on Classroom Behavior"
- Brief 3: "Helping Children Understand Routines and Classroom Schedules"
- Brief 4: "Helping Children Make Transitions between Activities"
- Brief 5: "Using Classroom Activities and Routines as Opportunities to Support Peer Interaction"

- Brief 6: “Using Environmental Strategies to Promote Positive Social Interactions”
- Brief 7: “Helping Children Learn to Manage Their Own Behavior”
- Brief 8: “Promoting Positive Peer Social Interactions”
- Brief 9: “What are Children Trying to Tell Us?: Assessing the Function of Their Behavior”
- Brief 10: “Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior”
- Brief 11: “Using Functional Communication Training to Replace Challenging Behavior”
- Brief 12: “Building Positive Teacher-Child Relationships”
- Brief 15: “Using Choice and Preference to Promote Improved Behavior”

All briefs are available on the Web at <http://csefel.uiuc.edu/whatworks.html>.

■ **National Association for the Education of Young Children (NAEYC)**

1509 16th Street NW

Washington, DC 20036

800-424-2460 or 202-232-8777

World Wide Web: <http://naeyc.org>

NAEYC is a nonprofit professional organization dedicated to improving the quality of care and education provided to our nation’s young children. NAEYC has over 100,000 members, teachers, administrators, parents, policy-makers, and others committed to bringing high-quality early education and care to all young children.

NAEYC publications on discipline and behavior management include the following:

- *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms* (January 2004), by Daniel Gartrell, describes developmentally appropriate guidance in the “encouraging classroom.” It shows teachers how to help children develop lifelong skills such as mutual acceptance and cooperation, creative and peaceful problem-solving strategies, and acceptable ways to express difficult emotions; and includes a special chapter on guidance with boys. This resource is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=133.
- *A Guide to Discipline* (revised edition), by Jeannette Stone, provides teachers with the tools to help children discipline themselves and includes strategies to avoid problems in advance. Information about resource is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=302.
- *Helping Children Learn Self-Control* is a brochure that provides the basic techniques to help children develop self-discipline. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=572.
- *Love and Learn: Discipline for Young Children*, by Alice Honig, is a brochure that discusses positive ways in which parents and caregivers can reduce typical difficulties by employing positive solutions to guide children’s behavior. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=528.

- *Meeting the Challenge: Effective Strategies for Challenging Behaviors in Early Childhood Environments* (1999), by Barbara Kaiser and Judy Rasminsky, explains the biological and social sources of aggressive behavior and offers easily understandable ideas and strategies proven to prevent and safely diffuse the most challenging behaviors. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=300.
- *Painting A Positive Picture: Proactive Behavior Management* is a video about how adults can help children manage their behavior in an encouraging, nurturing, and positive manner while supporting children's self-esteem. This resource is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=881.
- *Practical Ideas for Addressing Challenging Behaviors* (1999), by Susan Sandall and Michaelene Ostrosky, explain the developmental causes and preventive policies for challenging behavior and discuss classroom and home support systems that not only teach and support children through difficult periods but also reinforce and maintain social, inclusive environments. It includes Division for Early Childhood of The Council for Exceptional Children's position statement on interventions for challenging behaviors and chapter topics such as classroom environmental influences and working with parents. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=380.

The following fact sheets are from NAEYC's *Early Years Are Learning Years* series:

- *Understanding Behavior: A Key to Discipline* (1999) discusses the five basic issues or possibilities that help explain a child's actions. This resource is available on the Web at <http://www.naeyc.org/resources/eyly/1999/11.htm>.
- *Time Out for Time-Out* (1996) discusses the appropriate and inappropriate use of "Time out" as a method of helping children learn to manage their behavior. This resource is available on the Web at <http://www.naeyc.org/resources/eyly/1996/15.htm>.

Young Children, NAEYC's bi-monthly journal, has additional resources on behavior management and discipline. Some examples of articles include:

- "A Different Look at Challenging Behavior" (March 2005), by Catherine Loomis and Jane Wagner;
- "Attachment Theory and Challenging Behaviors: Reconstructing the Nature of Relationships" (July 2003) by Marilyn Watson;
- "The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children" (July 2003) by Lise Fox, Glen Dunlap, Mary Hemmeter, and Gail Josphe;
- "Replacing Time-Out: Part Two—Using Guidance to Maintain an Encouraging Classroom" (March 2002) by Daniel Gartrell;
- "Replacing Time-Out: Part One—Using Guidance to Build an Encouraging Classroom" (November 2001) by Daniel Gartrell; and
- "Understanding Young Children's Behavior" (July 1999) by Judy Reinsberg.

Beyond the Journal, by the National Association for the Education of Young Children (NAEYC), features a cluster of articles and resources that supplement articles found in NAEYC's journal, *Young Children*. The following articles from "Preventing and Responding to Behaviors That Challenge Children and Adults" (July 2003), relate to challenging behaviors:

- "Further Readings on Preventing and Responding to Behaviors the Challenge Children and Adults," by Lise Fox, is available on the Web at <http://www.journal.naeyc.org/btj/200307/Forfurtherreading.pdf>.
- "Challenging Our Assumptions: Helping a Baby Adjust to Center Care," by Enid Elliot, is available on the Web at <http://www.journal.naeyc.org/btj/200307/ChallengingOurAs.pdf>.
- "Democratic Discipline in Your Classroom: A Roadmap for Beginners," by Elizabeth Campbell Rightmyer, is available on the Web at <http://www.journal.naeyc.org/btj/200307/DemocraticDiscipline.pdf>.
- "Love and Learn: Positive Guidance for Young Children," excerpted from *Love and Learn: Positive Guidance for Young Children* (2000), by Alice S. Honig, is available on the Web at <http://www.journal.naeyc.org/btj/200307/love-learn.asp>.
- "Materials for Supporting Children's Social and Emotional Foundations for Early Learning," prepared by the Center on the Social and Emotional Foundation for Early Learning, is available on the Web at http://www.journal.naeyc.org/btj/200307/materials_support.asp.

■ **The National Dissemination Center for Children with Disabilities**
[formerly **The National Information Center for Children and Youth with Disabilities (NICHCY)**]

P.O. Box 1492

Washington, DC 20013-1492

800-695-0285

World Wide Web: <http://www.nichcy.org>

The National Dissemination Center for Children with Disabilities provides free information on disabilities and disability-related issues, including materials and information support for parents. The following resource has information about challenging behaviors:

- *Interventions for Chronic Behavior Problems* (October 1999, resources updated 2003) is meant to help schools answer the question, "What does the research tell us?" about promising interventions for students with a history of behavior problems. This resource is available on the Web at <http://www.nichcy.org/pubs/research/rb1.pdf>.

■ **National Network for Child Care (NNCC)**

World Wide Web: <http://www.nncc.org>

NNCC unites the expertise of early childhood professionals from many universities through the outreach system of Cooperative Extension. The goal of NNCC is to share knowledge about children and child care from the vast resources of the land grant universities with parents, professionals, practitioners, and the general public. NNCC has many articles about discipline and behavior guidance that are available via their Web site. Topics include anger, aggression, and violent

behaviors; challenging behaviors; peace and character education; social skills and self-esteem; and techniques and strategies. Selected articles include:

- *Appropriate Limits for Young Children: A Guide for Discipline, Parts One and Two;*
- *Behavior Management: The Big Stressor;*
- *Better Kid Care: Getting Children to Follow Rules;*
- *The Challenge of Working with Challenging Children;*
- *Child Care Home: Guidance and Discipline;*
- *Childhood Aggression: Where Does It Come From? How Can It Be Managed?*
- *Effective Discipline for Young Children;*
- *Establishing Rules;*
- *Five Tips for Guiding Children's Behavior;*
- *Guidance and Discipline: A Developmental Approach;*
- *Taming Temper Tantrums;*
- *What Can I Do About Violence?;*
- *What Do We Really Know About Child Care and Aggression?;*
- *When You Have a Problem;*
- *Why Do Babies Cry?;* and
- *A Word About Time-Out with School-Agers.*

These and other articles are available on the Web at

http://cyfernet.ces.ncsu.edu/cyfdb/browse_2pageAnncc.php?subcat=Guidance+and+Discipline&search=NNCC&search_type=browse.

■ **The National Technical Assistance Center for Children's Mental Health**

Georgetown University Center for Child and Human Development
Georgetown University Medical Center
202-687-5000

World Wide Web: http://gucchd.georgetown.edu/programs/ta_center/index.html

The Technical Assistance Center serves as a national resource center for policy and technical assistance to improve service delivery and outcomes for children and adolescents with, or at-risk of, serious emotional disturbance and their families. The mission of the Technical Assistance Center is to assist States and communities in building systems of care that are child and family centered, culturally competent, coordinated, and community-based.

ADDITIONAL RESOURCES

■ The *Mental Health Needs of Young Children* document under the Health and Safety topic of NCCIC'S Web site in the Popular Topics section at <http://nccic.org/poptopics?ecmhealth.html> includes information about Federal agencies, national organizations, and publications that have information about early childhood mental health, professional development on early childhood mental health issues, and general mental health topics.

■ *Preschool Curricula to Address Challenging Behaviors* (June 2004), prepared by NCCIC, includes information on selected curricula that are research based and have been shown to be

effective in reducing challenging behaviors of students in preschool settings. For a copy of this resource, contact NCCIC at 800-616-2242 or e-mail info@nccic.org.

■ “Let’s Talk: Managing Difficult Behaviors in Young Children” (2003), eds. Marlene Weinstein, Barbara J. Howard, and Stephen J. Bagnato, available from the Delaware Valley Council for Early Care and Learning, are three Microsoft PowerPoint presentations targeted to child care teachers that describe ways to understand and manage difficult behaviors in young children in child care centers. Web addresses, videos, and suggested literature are included. This resource is available on the Web at <http://www.paaap.org/pdf/teleconf/091202/hobehavior.pdf>.

■ *The Division for Early Childhood (DEC) Concept Paper on the Identification of and Intervention with Challenging Behavior* (October 1999) is available on the Web at <http://www.nhsa.org/download/about/Concept%20paper%20on%20Challenging%20Behavior.pdf>.

■ *Reasons for Not Spanking Children*, by Katharine C. Kersey, is a list of reasons why children should not be spanked and what consequences spanking may have on children. This list is available on the Web at <http://www.odu.edu/webroot/instr/ed/kkersey.nsf/pages/reasons>.

The National Child Care Information Center does not endorse any organization, publication, or resource.